



HOW WE BEHAVE...



at Thurlstone Primary School **READY – RESPECT – SAFE**



Thurlstone Primary School's Commitment to Exemplary Behaviour

Thurlstone Primary School is dedicated to fostering an environment where outstanding behaviour is central to effective learning. Everyone is expected to uphold the highest standards of personal conduct, take responsibility for their actions, and inspire others to do the same.

Rewards and Positive Reinforcement

Recognising and celebrating positive behaviour is fundamental to our policy. We honour children's achievements not only in their academic pursuits but also in their daily interactions within our school community.

We do this by:

- Rewarding positive behaviour with class and headteacher "pompoms"
- Class incentives for Pompom Jar winners
- Sharing good news with other staff, such as visits to the headteacher
- Communicating with parents and carers about the child's positive behaviour
- Celebrating accomplishments during the Special Mentions Assembly
- Showcasing successes with the broader community through social media
- Organizing themed weeks, like Anti-Bullying Week and Mental Health Awareness Week to promote values of personal safety, respect, responsibility, and resilience.

Our Behaviour Management Philosophy

Our behaviour management strategy is inspired by the teachings of Paul Dix, a teacher, leader, and educator. His consistent and compassionate approach to managing children's behaviour aligns with the ethos and values of Thurlstone Primary School.

We are dedicated to ensuring that every child is treated with compassion, understanding and fairness. Our goal is to provide guidance and support through empathetic adults who model and teach children how to make positive choices.

What happens when behaviour does not align with our rules?

- Providing reminders of the rules and explaining how the observed behaviour relates to these rules.
- Conducting a one-to-one restorative conversation during playtime.
- If the behaviour is repeated, parents may be notified through a phone call or an in-person discussion. The student will miss an entire playtime.
- Should a pattern of concerning or repeated behaviour emerge, a meeting will be arranged involving the parents, class teacher, and headteacher to develop and monitor an appropriate action plan.
- Any instances of extreme negative behaviour will be referred directly to the headteacher.

READY	We are READY to listen, READY to learn. We are READY for new challenges. We show each other how we are READY every day.
RESPECTFUL	We are RESPECTFUL to everyone we meet in school. We use kind words and welcome everyone. We listen to other's opinions and share ours in a safe way. We respect our school, nature and our environment.
SAFE	We are SAFE and keep each other SAFE . We have kind hands, feet and words. We think about where we are and make SAFE choices with our actions.

'GROW TOGETHER: LEARN TOGETHER: FEEL LOVED'





HOW WE BEHAVE...



Kindness
MATTERS

at Thurlstone Primary School



READY – RESPECT – SAFE

WHAT IS RESTORATIVE PRACTICE?

Restorative practice in schools is an approach focused on building positive relationships and resolving conflict by addressing harm and promoting empathy, rather than solely using sanctions. It creates a culture of accountability and mutual respect through open dialogue and listening, empowering children and staff to find solutions and learn from mistakes. This proactive and responsive strategy aims to strengthen the school community, improve behaviour, and enhance the learning environment for everyone.

KEY PRINCIPLES

The focus is on relationships:

- Restorative practice views strong, respectful relationships as the foundation for a positive learning community.

Empathy and Understanding:

- It encourages individuals to understand the impact of their actions on others, fostering empathy and a sense of shared responsibility.

Repairing Harm:

- Instead of just putting in place consequences, the focus is on how to repair the harm caused and address the needs of those affected.

Accountability:

- children are encouraged to take responsibility for their actions and find ways to make things right.

OUR CHILDREN WANT ADULTS TO:

HAVE A SENSE OF HUMOUR

MAKE US FEEL SAFE AND SECURE

BE KIND AND CARING

BE FAIR AND LISTEN

COMMUNICATE THE SCHOOL RULES CLEARLY

HELP US REMEMBER OUR GOOD POINTS

TEACH US TO AND HELP US TO MAKE

BETTER CHOICES



PROMOTING RESPECTFUL BEHAVIOUR AT THURLSTONE PRIMARY

All adults at Thurlstone Primary model respectful behaviour. Incidents of poor behaviour are consistently recorded and monitored by leaders. The school leadership team is highly visible, frequently interacting with children, parents and staff to establish and uphold a culture of conduct where everyone feels safe and supported.

COLLABORATIVE APPROACH TO BEHAVIOURAL STRATEGIES

Continuous collaboration with experts, such as Educational Psychologists and Mental Health Support Teams, such as Compass Be, enables us to effectively design and implement behaviour strategies tailored for specific children. This approach creates connections between our school-wide initiatives and the mental health and wellbeing guidance outlined in the 'Mental Health and Behaviour in Schools' document.

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FEEL LOVED'**

